

# STAAR Grades 3–8 Assessments

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## Program Overview

Refer to the table in the [General Information](#) section that includes the assessments available for the 3–8 program.

### STAAR

STAAR includes assessments of mathematics, reading, writing, science, and social studies in grades 3–8.

### STAAR Spanish

STAAR Spanish is provided for English learners (ELs) in grades 3–5 who meet specific participation requirements for a Spanish-version assessment.

### STAAR with Embedded Supports

Embedded supports (i.e., text-to-speech and content and language supports) are available on STAAR assessments for eligible students as individual embedded online accommodations. Paper administrations with embedded supports are also available for eligible students requiring a paper administration of STAAR. Paper administrations with embedded supports require approval of the Texas Education Agency and contain only some of the supports available in the online assessments with embedded supports.

### STAAR Refreshable Braille and American Sign Language Video

Online screen reader support for refreshable braille displays are available for eligible students as individual online accommodations.

### STAAR American Sign Language Video

American Sign Language videos are available online for eligible students as individual embedded online accommodations.

## Assessment Scores

The following gives a brief description of scores provided for the STAAR grades 3–8 assessments. For more detailed technical information about scores, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website.

### Raw Score

The raw score is the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on a subject-area assessment, and raw scores should not be compared across administrations.

The raw score is reported by overall assessment and by reporting category.

### Horizontal Scale Score

The horizontal scale score is used for the grades 4 and 7 writing, grades 5 and 8 science, and grade 8 social studies STAAR assessments.

The horizontal scale score is a statistic that allows a comparison of scores by adjusting for variations in the difficulty of the forms used in different administrations. The horizontal scale score can be used to determine whether a student achieved Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance, to compare one student to another taking the same grade/subject area assessment, and to compare cohorts of students taking the same grade/subject area assessment in different years. However, the horizontal scale score cannot be used to compare a student's achievement across grades or subject areas.

### Vertical Scale Score

The vertical scale score is used for the STAAR grades 3–8 reading and mathematics assessments (including Spanish versions for grades 3–5).

The important feature of the vertical scale score is that, unlike the horizontal scale score, it can be used to evaluate a student's progress across grades in a particular subject. The vertical scale score can also be used to determine whether a student achieved Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance to compare one student to another taking the same grade/subject area assessment, and to compare cohorts of students taking the same grade/subject area assessment in different years. However, the vertical scale score cannot be compared across subject areas within the same assessment program. On the vertical scale, the Approaches Grade Level, Meets Grade Level, or Masters Grade Level scale score increases for each grade.

## Performance Standards

The following gives a brief description of the performance levels used on the STAAR 3–8 assessments.

### Masters Grade Level\*

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

*\* For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.*

### Meets Grade Level\*\*

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

*\*\* For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.*

### Approaches Grade Level

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

### Did Not Meet Grade Level

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

## Appropriate Score Uses

STAAR 3–8 assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the [Technical Digest](#), available on TEA's Student Assessment Division website.

## Individual Students

The STAAR 3–8 scale score indicates whether a student has met a performance level and how far the student's achievement is above or below a performance level. All students not achieving the Approaches performance level on a STAAR 3–8 assessment must be offered additional instruction.

Assessment results can be used to compare the performance of an individual student to the performance of a demographic group, a program group, or an entire campus or district in a particular grade level. For example, the scores for a Hispanic student in a gifted and talented program could be compared to the average scores of Hispanic students, to other gifted and talented students, or to all the students at the campus assessed at the grade level.

## Groups of Students

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR 3–8 scores can be analyzed within the same grade and subject area for any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage achieving Approaches Grade Level performance, the highest percentage achieving Masters Grade Level performance, etc.

Other scores can be used to help evaluate the academic performance of demographic or program groups in core academic areas. For example, aggregations of reporting-category data can help districts and campuses identify areas of potential academic weakness for a group of students. This same methodology can be applied to an entire campus or district.

In addition, all assessment scores can be compared to regional and statewide performance within the same subject area for any administration.

## Cautions for Score Use

Several cautions must be kept in mind when analyzing the STAAR assessment results. More detailed technical information describing cautions for score use is provided in the [Technical Digest](#), available on TEA's Student Assessment Division website.

## Horizontal and Vertical Scale Scores

Both the horizontal and vertical scale scores allow for a comparison of assessment scores, within a particular grade and subject area, across administrations.

Only the vertical scale score allows for a comparison of scores across grades in a particular subject. For example, a student's scale score on the grade 3 reading assessment could be compared to the student's scale score on the grade 4 reading assessment.

Neither the vertical nor the horizontal scale score can be used to compare achievement across subjects.

## Using Reporting-Category-Level Information

Reporting-category information at the individual student level should be used with caution due to the limited number of items in each reporting category. When aggregated at the campus or district level, such information might be useful in helping campuses identify skill areas in which further diagnosis is warranted. As with all assessments given at a single point in time, the data generated from this snapshot should be used in conjunction with other evaluations of performance to provide an in-depth portrait of student achievement. Once an area of possible weakness has been identified, supplementary data should be gathered to further define which instructional intervention would be most effective.

Furthermore, because each STAAR 3–8 assessment is equated only at the total assessment level, year-to-year comparisons of reporting-category performance should be made cautiously. The assessment is constructed to make the difficulty of a given reporting category similar for each administration of a STAAR 3–8 assessment. However, some fluctuations in the difficulty of the reporting categories do occur at every administration. Observing trends in reporting-category performance over time, identifying patterns of performance in clusters of reporting categories assessing similar skills, and comparing campus or district reporting-category performance to that of the region or state are appropriate uses of group reporting-category information.

## Raw Score Distribution for Essay Questions

Because the essay questions from different administrations could be different items, the raw score distributions for such items across administrations are not directly comparable.

## Program Evaluation

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. The STAAR 3–8 assessments are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

## The Passing Standard and Items Correct

The passing standards for STAAR 3–8 are related to two factors: (1) the difficulty of the items on the assessments and (2) the number of items students have to answer correctly to pass. The passing standard is set on the original form of each grade and subject-area assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, can fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the assessment is adjusted.

## Report Formats

Standard and additional reports are available for the STAAR 3–8 assessments. Standard reports are provided automatically to districts. Additional reports are also available for a fee to districts. A district must submit a request through the STAAR Assessment Management System to receive additional copies of the STAAR report card or Confidential Student Label.

Reports that include “confidential” in the title contain student-level results. All other reports present assessment results in an aggregated format. More information about the confidentiality of students’ results is contained in the [General Information](#) chapter.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.

## Resources

Refer to the [General Information](#) chapter and [TEA's Student Assessment Division website](#) for additional STAAR 3–8 information and resources.

## Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the [General Information](#) section). The following section of the guide describes the STAAR and STAAR Spanish standard reports that districts receive.

STAAR Report Card	2.8
Confidential Student Label	2.17
Confidential Campus Roster	2.20
Summary Report	2.25
Constructed Responses Summary Report	2.29
Combined Summary Report	2.32
Cumulative Summary Report	2.34
Confidential Images of Essays	2.38
Confidential Student Item Analysis Report	2.41
Item Analysis Summary Report	2.44
Electronic Individual Student Record File (Confidential)	2.46

## STAAR Report Card

Examples shown: [STAAR Grade 4](#), [STAAR Grade 5 Primary](#)

A separate **STAAR Report Card** is provided for each student for whom a STAAR, STAAR Spanish, or STAAR with Embedded Supports answer document or online record was submitted. Assessment results are shown for each subject area assessed for that grade. Information from this report is useful when reporting results to students and parents. Results for students taking one or more STAAR subjects will be combined on the same STAAR Report Card.

**Available:**

STAAR, STAAR Spanish, and STAAR with Embedded Supports results are combined on one report.

### A. *Performance at a Glance*

The performance at a glance section shows all STAAR tests that a student has taken and his or her performance level on each test.

### B. *Student and School Identification Information*

The top of the STAAR Report Card contains identification information, both for the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

### C. *Test Information*

This shows whether the student took STAAR with Embedded Supports or a Spanish-version assessment.

### D. *Test Date*

For grades without retest administrations, the date of testing will be SPRING 2018. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

### E. *Test Results*

In place of a scale score, a variety of report comments might appear in each subject area, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NO INFORMATION AVAILABLE**

No information is available for this subject.

- **NOT SCORED**

The student's answer document or online record was coded "OTHER" for reasons such as illness during testing or test administration irregularities, or if the student was assessed above grade level (e.g., a grade 7 student took a grade 8 assessment).

- **NOT TESTED—ABSENT**

The student was absent during the test.



- **PARENTAL WAIVER (grades 5, 8)**  
The parent or guardian requested that the student not participate in the third testing opportunity.
- **NOT SCORED—PREVIOUSLY ACHIEVED**  
Student achieved Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance in a previous administration.

**F. Student's Scale Score**

This is the student's scale score, which is an indicator of his or her performance on the test. The STAAR scale score allows comparison of the student's score with the score ranges of the Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance. The scale score indicates how far the student's achievement is above or below these performance standards.

**G. Scale Score Bar**

This bar shows how well students could perform on the test. The placement of the Student's Scale Score shows where the student actually performed on the test. The scores needed to achieve each performance level are also marked on the scale score bar.

**H. Reporting Categories**

The content and skills tested on each STAAR assessment are grouped together. Each group is called a reporting category. The categories for each subject are listed in this column.

**I. Answered Correctly**

This shows the number of questions the student answered correctly out of the total number of questions tested in each reporting category.

**J. Percentile**

This shows the percentage of students who scored the same or lower than the student's score when comparing the student's performance to all Texas students who took the same test last year. For more information about last year's scoring distribution, visit TEA's website at <http://tea.texas.gov/student.assessment/staar/frequency-distributions/>.

**K. Progress**

The Progress provides information about how much the student has improved in a subject area. This measure is based on a comparison of the student's score last year with his or her score this year. The student can receive one of the three Progress Measure designations—Limited, Expected, and Accelerated. For more information about the Progress Measure, contact the student's school or visit TEA's website at [http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness\\_\(STAAR\)/Progress\\_Measures/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/).

**L. Previous Year Test Results**

The left column of the graph shows the student's previous year scale score as well as the performance level that the student's scale score falls into. From the bottom to the top, the four performance levels are Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

**M. Current Year Test Results**

The right column of the graph shows the student's current year scale score as well as the performance level that the student's scale score falls into. From the bottom to the top, the four performance levels are Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

**N. Lexile Measure**

The Lexile measure indicates the difficulty of the materials that the student should be able to read successfully. The Lexile measure history is reported for students who took grades 3–8 reading tests in English and grades 3–5 reading tests in Spanish. The Lexile measure for STAAR students is reported in the range of Beginning Reader (BR or 0L) to a positive value in each grade (e.g., 1100L at grade 3, 1200L at grade 4, and so on).

**O. Quantile Measure**

The Quantile measure indicates the progress made in learning mathematics content and what new mathematics content they may be ready to learn next. The Quantile measure for STAAR students is reported in the range of Emerging Mathematician (EM or 0L) to a positive value in each grade (e.g., 400Q at grade 3, 500Q at grade 4 and so on).

**P. Student Portal Information**

This provides the web address and access code for parents and students to access information from the STAAR Report Card online.

**Q. Resources**

These are personalized strategies per subject to improve the student's understanding.

**FIRSTNAME I. LASTNAME**

**A**

FIRSTNAME'S PERFORMANCE AT A GLANCE



**Reading**



**Meets**

Grade Level

Test Date: May 2019



**Mathematics**



**Meets**

Grade Level

Test Date: May 2019



**Writing**



**Meets**

Grade Level

Test Date: April 2019

Go to [www.texasassessment.com](http://www.texasassessment.com)  
and log in to learn more.

FIRSTNAME'S  
UNIQUE ACCESS  
CODE

**28Q735**

**P**

## From the Commissioner

Tests are a part of life. Our kids will take tests to get a driver's license, to get into college, and even to get certain jobs. As a parent of four myself, I know that no one test can tell me everything about my children. But the STAAR tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next.



Mike Morath, Commissioner of Education

Students who meet or master grade level by high school graduation have more than a 60% chance of passing their college classes, substantially increasing their lifetime earnings and prospects for success. This report is intended to give you information on how well your child learned this year's academic material in school and how you can help them learn even more.

### Maximize Time During Parent Teacher Conferences

#### Sample Questions to Ask the Teacher:

- What does my child seem to be the most interested in at school?
- Does my child have good friends in class and at school?
- What is the most important thing that I can be doing to prepare my child for high school?
- Is my child giving his/her best effort?
- What could my child be doing that he or she is not already doing?
- How is my child's work completion in your class?

### What the Results Mean

This report shows how well your child did on the assessment. There are four levels of performance.



#### MASTERS GRADE LEVEL

Mastery of the course knowledge and skills is shown — student is on track for college and career readiness.



#### MEETS GRADE LEVEL

Strong knowledge of course content — student is prepared to progress to the next grade.



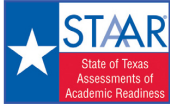
#### APPROACHES GRADE LEVEL

Some knowledge of course content but may be missing critical elements — student needs additional support in the coming year.



#### DID NOT MEET GRADE LEVEL

No basic understanding of course expectations is shown — student may need significant support in the coming year.



# Performance: 4th Grade

FIRSTNAME I. LASTNAME

ENROLLED GRADE: 4

B

Student ID: \*\*\*\*\*99999

Local Student ID: 99999

District: 99999

STAAR Grades 3–8

## Reading

Test Date: May 2019

E



### MEETS GRADE LEVEL

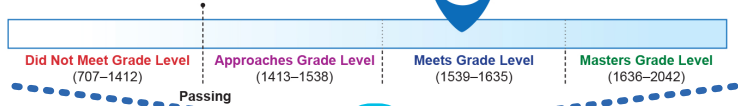
Your child scored the same or better than 86% of all grade 4 students in Texas.

J

D

SCORE S-1579

F



### Knowledge and Skills Categories for Reading



Understanding/Analysis Across Genres 2 Correct of 8 Total



Understanding/Analysis of Literary Texts 15 Correct of 15 Total



Understanding/Analysis of Informational Texts 13 Correct of 13 Total

Administered STAAR Spanish Test

C

## Mathematics

Test Date: May 2019



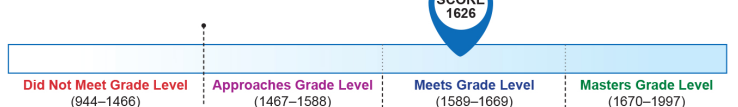
### MEETS GRADE LEVEL

Your child scored the same or better than 86% of all grade 4 students in Texas.

H

I

SCORE 1626



### Knowledge and Skills Categories for Mathematics



Numerical Representations and Relationships 9 Correct of 9 Total



Computations and Algebraic Relationships 8 Correct of 11 Total



Geometry and Measurement 7 Correct of 10 Total



Data Analysis and Personal Financial Literacy 3 Correct of 4 Total

Administered STAAR Spanish Test

## Writing

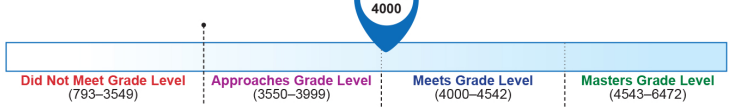
Test Date: April 2019



### MEETS GRADE LEVEL

Your child scored the same or better than 66% of all grade 4 students in Texas.

SCORE 4000



### Knowledge and Skills Categories for Writing

#### Written Composition



Composition 6 Correct of 8 Total

#### Multiple-Choice



Revising 0 Correct of 8 Total



Editing 16 Correct of 16 Total

Administered STAAR Spanish Test

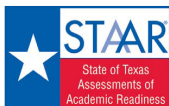
P

28Q735

Want to see the questions FIRSTNAME answered incorrectly? Use this code to log in.



[TexasAssessment.com](https://www.texasassessment.com)



# Progress: From Previous Year

FIRSTNAME I. LASTNAME

**B**

mpus: 99999

Class Group: 99999

Report Date: JUNE 2019

Date of Testing: MAY 2019

## Reading

**K**

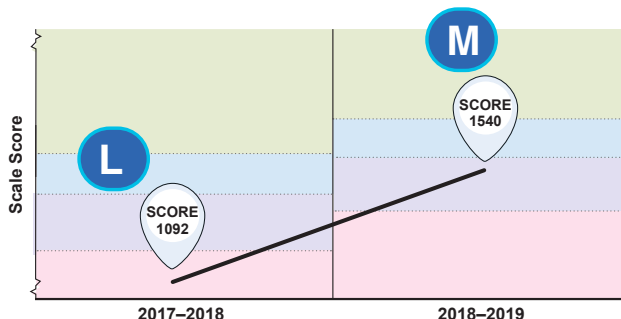


**Expected Progress**

Current Lexile Measure:

**N**

**815L**



Learn more about Lexile Measures and how they can be used to help your child succeed at [TexasAssessment.com](https://www.texasassessment.com).



**MASTERS GRADE LEVEL**



**MEETS GRADE LEVEL**



**APPROACHES GRADE LEVEL**



**DID NOT MEET GRADE LEVEL**

## Mathematics

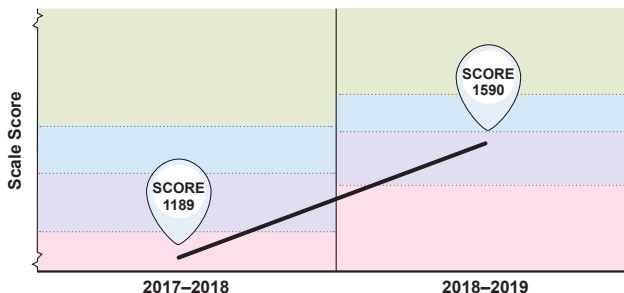


**Expected Progress**

Current Quantile Measure:

**O**

**847Q**



Learn more about Quantile Measures and how they can be used to help your child succeed at [TexasAssessment.com](https://www.texasassessment.com).



**MASTERS GRADE LEVEL**



**MEETS GRADE LEVEL**



**APPROACHES GRADE LEVEL**



**DID NOT MEET GRADE LEVEL**

## Progress Legend

**K**



**Limited Progress**

Your child has shown less than expected academic improvement from last year to this year.



**Expected Progress**

Your child has shown expected academic improvement from last year to this year.



**Accelerated Progress**

Your child has shown more than expected academic improvement from last year to this year.

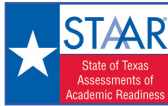
**P**

**28Q735**

Use this code to find books to add to FIRSTNAME's summer reading list.



**[TexasAssessment.com](https://www.texasassessment.com)**



# Performance: 5th Grade

FIRSTNAME I. LASTNAME

ENROLLED GRADE: 5

B

Student ID: \*\*\*\*\*99999

Local Student ID: 99999

District: 99999

STAAR Grades 3–8

## Reading

Test Date: April 2019

E



### APPROACHES GRADE LEVEL

Your child scored the same or better than 39% of all grade 5 students in Texas.

D

J

#### Knowledge and Skills Categories for Reading



Understanding/Analysis Across Genres

7 Correct of 8 Total



Understanding/Analysis of Literary Texts

9 Correct of 16 Total

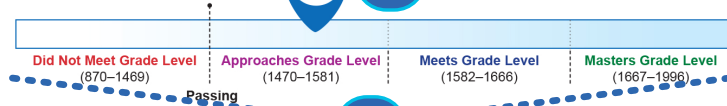


Understanding/Analysis of Informational Texts

14 Correct of 16 Total

SCORE 1540

F



G

## Mathematics

Test Date: April 2019



### APPROACHES GRADE LEVEL

Your child scored the same or better than 51% of all grade 5 students in Texas.

C

#### Knowledge and Skills Categories for Mathematics



Numerical Representations and Relationships

4 Correct of 6 Total



Computations and Algebraic Relationships

12 Correct of 17 Total



Geometry and Measurement

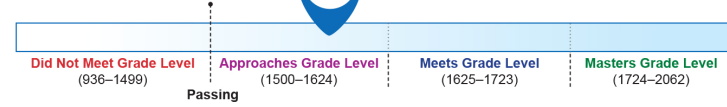
6 Correct of 9 Total



Data Analysis and Personal Financial Literacy

2 Correct of 4 Total

SCORE 1590



H

I

## Science

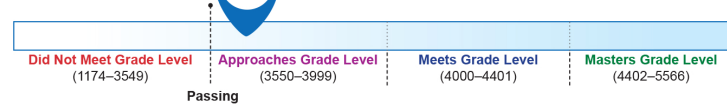
Test Date: May 2019



### APPROACHES GRADE LEVEL

Your child scored the same or better than 45% of all grade 5 students in Texas.

SCORE 3700



#### Knowledge and Skills Categories for Science



Matter and Energy

2 Correct of 6 Total



Force, Motion, and Energy

3 Correct of 8 Total



Earth and Space

4 Correct of 10 Total



Organisms and Environments

4 Correct of 12 Total

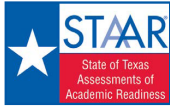
P

28Q735

Want to see the questions FIRSTNAME answered incorrectly? Use this code to log in.



[TexasAssessment.com](https://www.texasassessment.com)



# Progress: From Previous Year

FIRSTNAME I. LASTNAME

B

mpus: 99999

Class Group: 99999

Report Date: JUNE 2019

Date of Testing: MAY 2019

STAAR Grades 3–8

## Reading

K

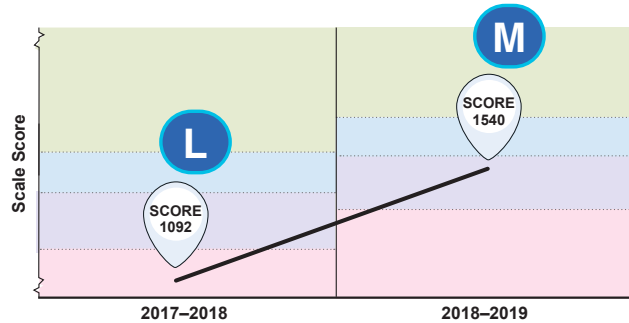


Expected  
Progress

Current Lexile Measure:

815L

N



Learn more about Lexile Measures and how they can be used to help your child succeed at [TexasAssessment.com](https://www.texasassessment.com).



MASTERS  
GRADE LEVEL



MEETS  
GRADE LEVEL



APPROACHES  
GRADE LEVEL



DID NOT MEET  
GRADE LEVEL

## Mathematics

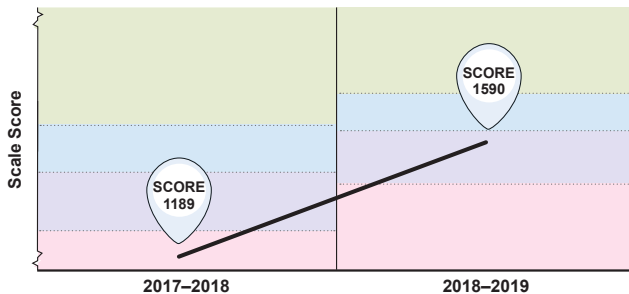


Expected  
Progress

Current Quantile Measure:

847Q

O



Learn more about Quantile Measures and how they can be used to help your child succeed at [TexasAssessment.com](https://www.texasassessment.com).



MASTERS  
GRADE LEVEL



MEETS  
GRADE LEVEL



APPROACHES  
GRADE LEVEL



DID NOT MEET  
GRADE LEVEL

## Progress Legend

K



Limited  
Progress

Your child has shown less than expected academic improvement from last year to this year.



Expected  
Progress

Your child has shown expected academic improvement from last year to this year.



Accelerated  
Progress

Your child has shown more than expected academic improvement from last year to this year.

P

28Q735

Want to help support FIRSTNAME's progress?  
Use this code to log in.



[TexasAssessment.com](https://www.texasassessment.com)



# RESOURCES TAILORED FOR FIRSTNAME



## Reading

Strategies to improve your child's grade 4 reading understanding



### Understanding/Analysis Across Genres

- Read the same book as your child independently, together, or both. Talk about the book as you read it, review main ideas and plot and express your opinions on the book. Then read another book on the same subject. Compare and contrast how both books dealt with the same issue. For example, read two fiction books about family, or two texts about the same historical event.



### Understanding/Analysis of Literary Texts

- Set an example. Let your child see you read on a daily basis, too. Talk about the books you are both reading. The more children see a behavior, the more likely they are to mimic the behavior.



### Understanding/Analysis of Informational Texts

- Take your child to non-fiction print-rich environments, such as a museum. As you walk around, stop to read and discuss the non-fiction information you see.



### Writing Composition, Revision and Editing

- Encourage your child to write regular letters or emails to a relative who lives far away.

Use the Find a Book tool on [TexasAssessment.com](http://TexasAssessment.com) to find appropriate reading material for FIRSTNAME.



## Mathematics

Strategies to improve your child's grade 4 math understanding



### Numerical Representations and Relationships

- Using a recipe, have your child find equivalent fractions for the amounts shown. For example,  $\frac{2}{3}$  cup is equivalent to  $\frac{4}{6}$  cup or  $\frac{2}{8}$  teaspoon is equivalent to  $\frac{1}{4}$  teaspoon.
- Have your child write the equivalent fraction for each monetary value found on a receipt. For example,  $\$1.37 = \frac{137}{100}$ .



### Computations and Algebraic Relationships

- Have your child use everyday objects to create an array of two 2-digit numbers. Associate the array with the multiplication equation. For example, an array of 12 columns and 14 rows would result in a total of 168. The equation would be  $12 \times 14 = 168$ .



### Geometry and Measurement

- Have your child find the length of an object in inches, feet, or centimeters. Ask him what the total units would be if you had 9, 12, or 23 of those objects. For example, the length of a notepad is 8 inches, so 9 notepads would have a total length of 72 inches, because  $8 \times 9$  is 72.



### Data Analysis and Personal Financial Literacy

- Have your child look at a household budget. Have her identify which items are considered fixed expenses and which items are variable expenses.
- When at a restaurant, ask your child to explain how fixed and variable expenses might affect the restaurant's profit.



## Confidential Student Label

Example shown: [STAAR Grade 4](#)

An adhesive **Confidential Student Label** is provided for each examinee for whom a STAAR answer document or online record was submitted. Assessment results are shown for each subject assessed, and these labels should be placed on the individual student's permanent record. Results are combined on one label per student.

### A. Student Identification Information

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

### B. Test Date

The test date of the student's most recent performance status is given for each subject area.

### C. Scale Score

The scale score corresponding to the student's subject-area raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for the STAAR administrations can be found on [TEA's Performance Reporting Department website](#).

### D. Test Results

In place of a scale score, a variety of report comments might appear in each subject area, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **ABSENT**  
The student was absent during the test.
- **NO INFORMATION AVAILABLE**  
No information is available for this subject.
- **NOT SCORED**  
The student's answer document or online record was coded "OTHER" for reasons such as illness during testing or test administration irregularities, or if the student was assessed above grade level (e.g., a grade 7 student took a grade 8 assessment).
- **PARENTAL WAIVER (grades 5, 8)**  
The parent or guardian requested that the student not participate in the third testing opportunity.
- **PREVIOUSLY ACHIEVED APPROACHES (grades 5, 8)**  
Student achieved Approaches Grade Level performance in a previous administration.

### E. Performance Level

The label indicates for each subject the performance level achieved. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

**F. Info**

Information about the assessment is provided whenever the student is not assessed with the general STAAR assessment. The information is indicated by a single character, and the description of any single character used will also be listed on the label.

Possible messages are listed below. Changes in policy might result in different messages.

**s STAAR Spanish (grades 3–5)**

A Spanish-version assessment was indicated for this subject.

**e Online with Embedded Supports**

An online assessment with embedded supports was indicated for this subject.

**o Online with no Embedded Supports**

An online assessment with no embedded supports was indicated for this subject.

**pe Paper with Embedded Supports**

A paper assessment with embedded supports was indicated for this subject.

# CONFIDENTIAL



STUDENT: **LASTNAME FIRSTNAME I**

STUDENT ID (PEIMS): **990009999**

DISTRICT: **999-999 DISTRICT NAME**

DOB: **12/12/07**

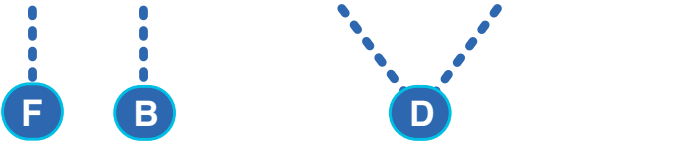
CAMPUS: **999 CAMPUS NAME**

GRADE: **4**

*o = Online with no Embedded Supports*

*pe = Paper with Embedded Supports*

	Info	Test Date	Scale Score	Performance Level
<b>Reading</b>		Spr19	ABSENT	
<b>Mathematics</b>	<i>o</i>	Spr19	1750	Masters
<b>Writing</b>	<i>pe</i>	Spr19	2190	Did Not Meet



## Confidential Campus Roster

Example shown: [STAAR Grade 6 Mathematics](#)

The **Confidential Campus Roster (All Students)** is available for each grade assessed at each campus and lists every student for whom an answer document or online record was submitted. This report provides detailed student-level score results for each subject area assessed.

The **Confidential Campus Roster (Students Not Achieving Approaches Grade Level)** is available for each grade assessed at each campus and lists every student for whom an answer document or online record was submitted, but did not pass the subject area assessment.

**Available:**

STAAR

STAAR Spanish

**Test results NOT included in the reporting-category summary results of the reports:**

- paper STAAR with Embedded Supports
- Braille
- American Sign Language video

**A. Campus Identification Information**

The top of the report contains identification information for the campus. The grade assessed, subject area, report date, and date of testing are also indicated. The program logo in the upper-left corner of the rosters indicates the program reported.

**B. Student Information**

Students are identified by name and student identification number (as used for PEIMS).

**C. Grade**

The student's enrolled grade is indicated.

**D. Scale Score**

The scale score corresponding to the student's subject-area raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Performance Reporting Department website](#).

**E. Performance Levels****■ Approaches Grade Level**

- If the student achieved Approaches, “YES” is shown.
- If the student did not meet Approaches, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

**■ Meets Grade Level**

- If the student achieved Meets, “YES” is shown.
- If the student did not achieve Meets, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

**■ Masters Grade Level**

- If the student achieved Masters, “YES” is shown.
- If the student did not achieve Masters, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

**F. Progress Measure**

The STAAR Progress Measure is reported for most students taking reading and mathematics. The STAAR Progress Measure is based on a comparison of a student's score last year with his or her score this year on the same subject-area assessment. This measure gives you information about how much the student improved in the subject. Individual student progress is then categorized as Limited, Expected, or Accelerated.

Additional information about the STAAR Progress Measures can be found in the STAAR Resources section on [TEA's Student Assessment Division website](#).

**G. Results for Each Reporting Category****Reading, Mathematics, Science, and Social Studies**

Reporting-category titles appear in the column headings. The number of items in each reporting category is indicated below the reporting-category titles.

**Writing**

Reporting-category titles appear in the column headings.

Under the reporting category “Composition,” the types of compositions are listed. The number of points possible for each composition in each reporting category is shown below the reporting-category titles. The number of points scored out of the total points possible for each composition is shown in the column headed “Number of Points Scored.”

Under the reporting categories “Revision” and “Editing,” the number of items assessed in each reporting category is shown. The number of items answered correctly is shown in the columns labeled “Number of Items Correct.”

## Messages

In place of reporting-category-level data, a variety of report messages might appear, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**  
The student's answer document or online record was coded "OTHER" for reasons such as illness during testing or test administration irregularities, or if the student was assessed above grade level (e.g., a grade 7 student took a grade 8 assessment).
- **NOT TESTED—ABSENT**  
The student was absent during the test.
- **NO INFORMATION AVAILABLE**  
No information is available for this subject.
- **NOT TESTED—PARENTAL WAIVER (grades 5, 8)**  
The parent or guardian requested that the student not participate in the third testing opportunity.
- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL (grades 5, 8)**  
Student achieved the Approaches performance level in a previous administration.
- **ADMINISTERED STAAR SPANISH TEST**
- **ADMINISTERED STAAR TEST IN ENGLISH**

### H. Info

Information is provided when the test administered is online, braille, or paper with embedded supports. The information is indicated by a single character, and a description of the character is shown in the legend.

Possible messages are listed below. Changes in policy might result in different messages.

- e Online with Embedded Supports**  
An online assessment with embedded supports was indicated for this subject.
- o Online with No Embedded Supports**  
An online assessment with no embedded supports was indicated for this subject.
- pe Paper with Embedded Supports**  
A paper assessment with embedded supports was indicated for this subject.

### I. Total Students Listed and Total Students Tested

Total Students Listed indicates the number of students included on the report. Total Students Tested indicates the total number of students that took this assessment.

### J. Average Scale Score

On the final page of the report, this number represents the average scale score of the total number of students tested on the report.

**K. Performance Results**

- **Number**

On the final page of the report; this number represents the total number of “YES” results for the entire report.

- **Percent**

On the final page of the report; this number represents the percentage of “YES” results for all students tested on the report.

**L. Average Reporting Category Results**

These columns summarize reporting-category-level data for scored assessments excluding paper with embedded supports, Braille, and American Sign Language videos. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

**M. Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.





## Summary Report

Example shown: [STAAR Grade 3 Mathematics](#), [STAAR Grade 4 Writing](#)

The **Summary Report** is available for each grade assessed at each campus and district and contains aggregate information about every student for whom an answer document or online record was submitted.

**Available:**

STAAR

STAAR Spanish

**Test results NOT included in the reporting-category-level and written composition constructed-response results of the reports:**

- paper STAAR with Embedded Supports
- Braille
- American Sign Language video

**A. Campus or District Identification Information**

The top of the report contains identification information for the campus or district. The grade assessed, subject area, date of testing, and report date are also indicated. The program logo in the upper-left corner of the summary reports indicates the program (STAAR or STAAR Spanish).

**B. Administration Summary**

This section of the report lists the number and percentage of students who were assessed, the number and percentage of students who were not assessed (broken down by students who were absent and other), and total number of documents submitted.

**C. Legend**

To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates this by showing “---.”

**D. Demographic Groups and Program Information**

Demographic and program categories are listed on the left side of this section. Results for students for whom no demographic or program information was available are included in the “No Information Provided” categories.

**E. Number of Students Tested**

The number of students tested is provided for each program and demographic group.

**F. Average Scale Score**

The average scale score is displayed for each program and demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores.

**G. Approaches, Meets, and Masters Grade Level**

The number and percentage of students who achieved the Approaches, Meets, and Masters Grade Level performance are displayed for each program and demographic group.

Masters Grade Level indicates that students demonstrate mastery of the course knowledge and skills. They are on track to be successful in the next grade or course. Meets Grade Level indicates that students demonstrate strong knowledge of course content. They are prepared to progress to the next grade. Approaches Grade Level indicates that students demonstrate some knowledge of course content, but may be missing critical elements. They need additional support in the coming year. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

**H. Did Not Meet Grade Level**

The number and percentage of students who performed in the Did Not Meet performance level. Did Not Meet Grade Level indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard.

**I. Results for Each Reporting Category**

These columns summarize reporting-category-level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

**J. Written Composition Summary**

The STAAR writing assessments include essays with scores ranging from 0 to 8. The number of possible points for each essay item is 8 for grade 4 and 16 for grade 7. The average number of points in the first column should be interpreted as the average number of points scored for all scored assessments for each demographic group. The percentage scored in the second column should be interpreted as the average points scored converted to a percentage for each demographic group. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

**K. Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

## GRADE 3 MATHEMATICS

District: 999-999 DISTRICT NAME  
Campus: 999 CAMPUS NAME

Report Date: JUNE 2019  
Date of Testing: SPRING 2019

Administration Summary				Number of Students Tested	Average Score	H		Approaches		G		Meets		Masters		Results for Each Reporting Category*																		
Number	Percent	87	95			%	#	%	#	%	#	%	#	%	#	%	#	%	1				2				3				4			
																			Numerical Relationships and Representations				Computations and Algebraic Relationships				Geometry and Measurement				Data Analysis and Financial Literacy			
Students Tested				87	1328	49	56	38	44	22	25	14	16	46	57	30	23	36	51	18	45													
Students Not Tested				55	1287	33	60	22	40	13	24	8	15	48	60	27	21	36	52	17	44													
Absent				32	1400	16	50	16	50	9	28	6	19	41	51	37	28	34	48	19	48													
Other				3																														
Total Documents Submitted				92	100																													
Legend																																		
--- = No Data Reported For Fewer Than Five Students																																		
All Students				87	1328	49	56	38	44	22	25	14	16	46	57	30	23	36	51	18	45													
Male				55	1287	33	60	22	40	13	24	8	15	48	60	27	21	36	52	17	44													
Female				32	1400	16	50	16	50	9	28	6	19	41	51	37	28	34	48	19	48													
No Information Provided				0																														
Hispanic/Latino				10	1260	10	100	0	0	0	0	0	0	0	38	48	17	13	30	43	10	25												
American Indian or Alaska Native				9	1147	5	56	4	44	0	0	0	0	0	66	83	22	17	56	80	26	65												
Black or African American				14	1171	9	64	5	36	0	0	0	0	13	17	14	11	0.2	3	0.4	11													
Native Hawaiian or Other Pacific Islander				8	1577	1	13	7	88	6	75	4	44	53	67	80	62	47	67	27	67													
White				9	1649	0	0	9	100	5	56	4	44	80	100	30	23	70	100	40	100													
Two or More Races				10	1460	4	40	6	60	6	60	3	30	80	100	80	62	70	100	40	100													
No Information Provided				5	1245	5	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
Economically Disadvantaged				22	1272	15	68	7	32	4	18	1	5	33	41	19	14	19	27	0.6	14													
Yes				53	1383	23	43	30	57	18	34	11	21	43	54	27	21	33	47	17	42													
No				13	1320	11	85	2	15	2	15	2	15	45	56	51	39	38	54	19	47													
No Information Provided				21	1170	15	71	6	29	2	10	1	5	53	66	23	18	40	57	20	50													
Title I, Part A				33	1356	16	48	17	52	1	15	2	6	52	64	27	21	43	62	18	46													
Participants				24	1198	19	79	5	21	1	4	0	38	47	24	18	28	40	16	41														
Nonparticipants				30	1302	14	47	16	53	16	53	12	40	53	66	44	34	40	57	20	50													
No Information Provided				15	1309	10	67	5	33	0	0	0	0	37	46	24	18	30	43	17	43													
Migrant				20	1331	10	50	10	50	3	15	0	0	37	46	24	18	30	43	17	43													
Yes				20	1331	10	50	10	50	3	15	0	0	37	46	24	18	30	43	17	43													
No Information Provided				52	1333	29	56	23	44	19	37	14	27	53	66	38	29	40	58	22	54													
Limited English Proficient				15	1309	10	67	5	33	0	0	0	0	38	48	17	13	30	43	10	25													
Current LEP				10	1355	5	50	5	50	0	0	0	0	66	83	22	17	56	80	26	65													
Non-LEP (Monitored 1st Year)				9	1248	4	44	5	56	3	33	0	0	20	25	0	0	0	0	0	0													
Non-LEP (Monitored 2nd Year)				7	1204	5	71	2	29	0	0	0	0	43	54	14	11	36	51	14	36													
Non-LEP (Monitored 3rd Year)				4																														
Non-LEP (Monitored 4th Year)				8	1250	6	75	2	25	2	25	2	25	25	31	46	36	20	29	15	38													
Other Non-LEP																																		
No Information Provided				45	1359	24	53	21	47	17	38	12	27	61	76	40	31	49	70	26	65													
Bilingual				10	1260	10	100	0	0	0	0	0	0	38	48	17	13	30	43	10	25													
Participants				25	1356	10	40	15	60	4	16	0	0	51	64	26	20	43	62	25	62													
Nonparticipants				52	1328	29	56	23	44	18	35	14	27	46	57	41	31	33	47	17	42													
No Information Provided				9	1039	9	100	0	0	0	0	0	0	13	17	14	11	0.2	3	0.4	11													
ESL				23	1406	10	43	13	57	6	26	2	9	58	73	43	33	50	71	27	67													
Participants				55	1343	30	55	25	45	16	29	12	22	52	65	29	22	41	58	18	45													
No Information Provided																																		
Special Education				47	1338	28	60	19	40	11	23	7	15	38	46	27	18	30	43	10	25													
Yes				0	1249	6	60	4	40	0	0	0	0	37	46	24	18	30	43	17	43													
No				30	1340	15	50	15	50	11	37	7	23	53	66	38	29	40	58	22	54													
No Information Provided																																		
Gifted/Talented				15	1309	10	67	5	33	0	0	0	0	38	48	17	13	30	43	10	25													
Participants				20	1331	10	50	10	50	3	15	0	0	37	46	24	18	30	43	17	43													
Nonparticipants				52	1333	29	56	23	44	19	37	14	27	53	66	38	29	40	58	22	54													
No Information Provided																																		
At-Risk				15	1309	10	67	5	33	0	0	0	0	38	48	17	13	30	43	10	25													
Yes				20	1331	10	50	10	50	3	15	0	0	37	46	24	18	30	43	17	43													
No				20	1331	10	50	10	50	3	15	0	0	37	46	24	18	30	43	17	43													
No Information Provided																																		



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report  
GRADE 4 WRITING
 District: 999-999 DISTRICT NAME  
 Campus: 999 CAMPUS NAME

 Report Date: JUNE 2019  
 Date of Testing: SPRING 2019

Administration Summary				Results for Each Reporting Category*															
Students Tested	Number	Percent	96	96	2												3		
					Composition													Revision	Editing
					Number of Points Possible														
					8														
Total Documents Submitted				8												16			
Legend				Avg. # of Items / % Correct															
-- = No Data Reported For Fewer Than Five Students				8												16			
				Avg. # of Items / % Correct															
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\* Results for students who took the test with the Braille or Large Print accommodations are not included in the reporting category results.

0809 19-99999999-99999999

## Constructed Responses Summary Report

Example shown: [STAAR Grade 4 Writing](#)

The **Constructed Responses Summary Report** is provided for each district and campus and shows the number and percentage of students receiving each rating for the written composition.

**Available:**

STAAR

STAAR Spanish

**Test results NOT included in the report:**

- paper STAAR with Embedded Supports
- Braille
- American Sign Language video

### A. **Campus or District Identification Information**

The top of the report contains identification information for the campus or district. The grade assessed, report date, and the date of testing are also indicated.

### B. **Written Composition Rating Summary**

A breakdown of the number and the percentage of students who achieved each rating on each type of written composition is shown. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

Composition ratings are shown below.

0 = **Nonscorable** (0 out of possible 8 points)

2 = **Very Limited** (summed score: 2 out of possible 8 points)

3 = **Between Very Limited and Basic** (summed score: 3 out of possible 8 points)

4 = **Basic** (summed score: 4 out of possible 8 points)

5 = **Between Basic and Satisfactory** (summed score: 5 out of possible 8 points)

6 = **Satisfactory** (summed score: 6 out of possible 8 points)

7 = **Between Satisfactory and Accomplished** (summed score: 7 out of possible 8 points)

8 = **Accomplished** (summed score: 8 out of possible 8 points)

**C. Number of Papers**

The number of students receiving each rating is shown in the column with the heading “#.” The total number is shown at the bottom of this column.

The percentage of the total number of students receiving each composition rating is shown in the column with the heading “%.” The total percentage is shown at the bottom of this column. The percentage of the students on the “Total” row will always be 100.

**D. Graph**

The graph shows a visual representation of the percentage of students receiving each composition rating.



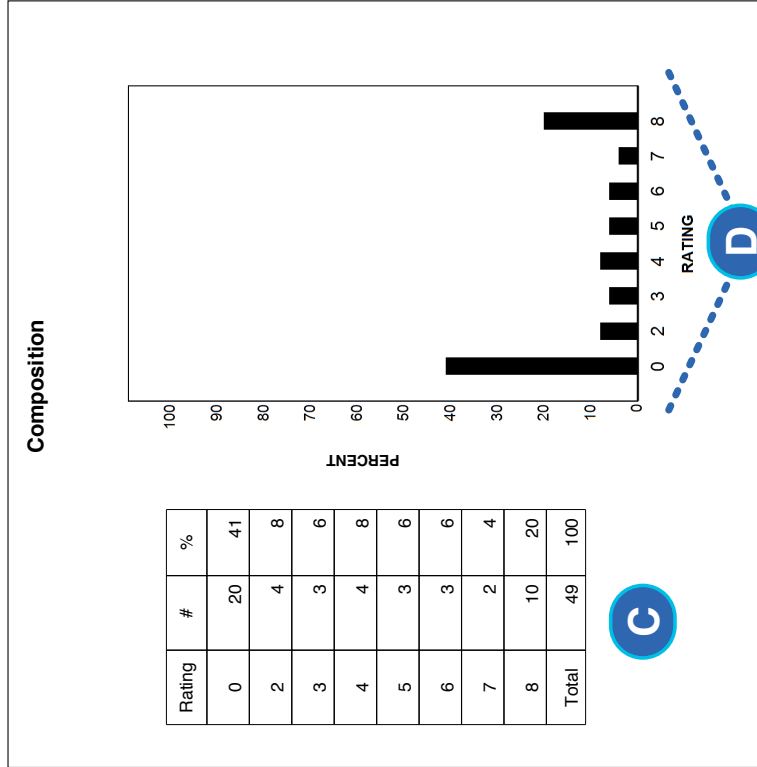
**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS**  
**Constructed Responses Summary Report**  
**GRADE 4 WRITING**

District: 999-999 DISTRICT NAME  
 Campus: 999 CAMPUS NAME

**A**  
 Report Date: JUNE 2019  
 Date of Testing: SPRING 2019

--- = No Data Reported For Fewer Than Five Students

**Written Composition Rating Summary\***



The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.

\* Results for students who took the test with the Braille, American Sign Language videos accommodation, or the paper STAAR with embedded supports are not included in this report.

## Combined Summary Report

Example shown: [STAAR Grade 3 Reading](#)

The **Combined Summary Report** is available for Grades 3–5 for each grade/subject area assessed at each campus or district and shows the number and percentage of students achieving the Approaches Grade Level performance for each program (STAAR and STAAR Spanish) and across both programs.

### A. **Campus or District Identification Information**

The top of the report contains identification information for the campus or district. The grade and subject area, report date, and date of testing are also indicated. The date of testing will be the season or month and year of administration.

### B. **Legend**

To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates this by showing “---.”

### C. **Demographic Groups and Program Information**

Demographic and program categories are listed on the left side of this section. Results for students for whom no demographic or program information was available are included in the “No Information Provided” categories.

### D. **Program Summaries**

These columns summarize program data for all scored assessments. For each program and across all programs, the average number (#) and the percentage (%) of students in each demographic group achieving the Approaches Grade Level performance.

### E. **Number of Students Tested**

The number of students tested in each program and across all programs is provided for each demographic group.

### F. **Approaches Grade Level Performance**

These columns show the number and percentage of students who achieved the Approaches Grade Level performance.

### G. **Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.





**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS**  
**Combined Summary Report**  
**GRADE 3 READING**

District: 999-999 DISTRICT NAME  
 Campus: 999 CAMPUS NAME

Report Date: JUNE 2019  
 Date of Testing: SPRING 2019

Legend	STAAR			STAAR Spanish			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
	#	#	%	#	#	%	#	#	%
--- = No Data Reported For Fewer Than Five Students									
All Students	90	39	43	38	16	42	128	55	43
Male	57	23	40	22	9	41	79	32	41
Female	33	16	48	16	7	44	43	23	47
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	12	2	17	9	8	100	20	10	50
American Indian or Alaska Native	9	4	44	7	2	29	16	6	38
Asian	14	4	29	9	6	67	23	10	43
Black or African American	9	8	89	4	---	---	13	8	62
Native Hawaiian or Other Pacific Islander	9	9	100	5	0	0	14	9	64
White	10	6	60	5	0	0	15	6	40
Two or More Races	5	0	0	---	---	---	5	0	0
No Information Provided	22	6	27	0	---	---	22	6	27
Economically Disadvantaged	53	28	53	26	13	50	79	41	52
Disadvantaged	16	5	31	7	3	43	23	8	35
No Information Provided	21	6	29	5	0	0	26	6	23
Title I, Part A	34	16	47	16	7	44	50	23	46
Participants	26	7	27	17	9	53	43	16	37
No Information Provided	30	16	53	5	0	0	35	16	46
Migrant	17	6	35	8	8	100	25	14	56
Yes	20	9	45	12	7	58	32	16	50
No	20	9	45	18	1	6	71	25	35
No Information Provided	53	24	45	18	1	6	71	25	35
Limited English Proficient	17	6	35	8	8	100	25	14	56
Current LEP	10	4	40	7	2	29	17	6	35
Non-LEP (Monitored 1st Year)	9	5	56	4	---	---	13	6	46
Non-LEP (Monitored 2nd Year)	10	5	50	7	2	29	17	7	41
Non-LEP (Monitored 3rd Year)	9	5	56	4	---	---	13	5	38
Non-LEP (Monitored 4th Year)	9	3	33	9	5	56	18	8	44
Other Non-LEP	45	21	47	10	0	0	55	21	38
No Information Provided	12	2	17	8	8	100	20	10	50
Bilingual	25	14	56	17	7	41	42	21	50
Participants	53	23	43	13	1	8	66	24	36
No Information Provided	9	0	0	9	6	67	18	6	33
ESL	26	15	58	12	3	25	38	18	47
Participants	55	24	44	17	7	41	72	31	43
No Information Provided	49	19	39	8	8	100	57	27	47
Special Education	10	4	40	12	7	58	22	11	50
Yes	31	16	52	18	1	6	49	17	35
No Information Provided	17	6	35	8	8	100	25	14	56
Participants	20	9	45	12	7	58	32	16	50
Non-LEP (Monitored 1st Year)	53	24	45	18	1	6	71	25	35
Non-LEP (Monitored 2nd Year)	17	6	35	8	8	100	25	14	56
Non-LEP (Monitored 3rd Year)	20	9	45	12	7	58	32	16	50
Non-LEP (Monitored 4th Year)	17	6	35	8	8	100	25	14	56
Other Non-LEP	20	9	45	12	7	58	32	16	50
No Information Provided	53	24	45	18	1	6	71	25	35

G

090919-99999999-99999999

F

## Cumulative Summary Report

Example shown: [STAAR Grade 5 Reading](#)

A STAAR **Cumulative Summary Report** is provided for each district and campus for grades 5 and 8 reading and mathematics following both the second and third administrations of the year. This report contains cumulative pass rate information for each program and demographic group tested.

Students are grouped in each category based on the data submitted on the April answer document or online record. The May results for students in the April Cohort are included only if the student identification information on the May answer document can be successfully matched to the information submitted in April.

### **Available:**

STAAR and STAAR Spanish combined

### **Students who move after testing**

The April results for a student who moves to a different district after the April administration will be included in the cumulative results for the original district and campus. This student will not be included in the district and campus cumulative reports where the student tested in May.

The April results for a student who moves to another campus within the same district prior to the May administration are still included in the cumulative results for the original campus. In the district report, this student is also included in the May Results for Students in the April Cohort section.

Students who move to a campus from another Texas public school following the April administration will be subject to the Student Success Initiative (SSI) requirements but will not be included in the cumulative pass rate results for that campus.

### **A. Campus or District Identification Information**

The top of the report contains identification information for the campus or district. The grade, date of testing, and the report date are also indicated. The date of testing will be the month the last test occurred.

### **B. Demographic Groups and Program Information**

Demographic and program categories are listed on the left side of this report. Results for students for whom no demographic or program information was available are included in the “No Information Provided” categories.

## April Cohort

The first section of the report provides the results for all students who submitted an answer document or online record in the April primary administration (the April Cohort). This includes answer documents coded as absent, other, etc. These results will correspond to the information reported on the STAAR Summary Reports for the April administration.

### **C. Answer Documents Submitted**

This column shows all STAAR answer documents or online records submitted in April. This includes students tested in April and students who were coded as Absent or Other.

### **D. Number of Students Tested**

This column shows all students tested in April.

### **E. Number and Percent at Approaches Grade Level**

These columns show the number and percentage of students who achieved the Approaches Grade Level performance in April. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard. To maintain student confidentiality, no data are reported if fewer than five students were tested.

## May Results For Students In April Cohort

Results for students in the April Cohort (i.e., submitted an answer document or online record in April) who took the test in May are shown on reports following both the second and third administrations of the year. The results in this section are only for the May retest and are not cumulative.

### **F. First-time Tested**

This column shows the number of students who tested for the first time in May and submitted an answer document or online record in April coded as either Absent or Other. Both the April and May answer documents should have a record update indicator of 0 to be included as a first-time tester in the May cohort.

### **G. Retested**

This column shows the number of students tested in May who also tested, but did not achieve the Approaches Grade Level performance, in April. Both the April and May answer documents should have a record update indicator of 0 to be included as a first-time tester in the May cohort.

### **H. Total**

This column shows the sum of the first-time tested and retested students in May who are in the April Cohort.

### **I. Number and Percent at Approaches Grade Level**

These columns show the number and percentage of students in the April Cohort who achieved the Approaches Grade Level performance in May. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard. To maintain student confidentiality, no data are reported if fewer than five students were tested.

## Cumulative

The last section of the report combines the final results for all students in the April Cohort (i.e., submitted an answer document or online record in April). The results include the current and previous administration(s) for the year.

### **J. Number of Students Tested**

This column shows the sum of the students tested in April and the first-time tested students in May and in June.

### **K. Number and Percent at Approaches Grade Level**

These columns show the sum and percentage of the students in the April Cohort who achieved the Approaches Grade Level performance in the current administration or in any previous administration for the year. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard. To maintain student confidentiality, no data are reported if fewer than five students were tested.

The sample report only contains results for the April and May administrations as it represents students' results after the May retest.

### **L. Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Cumulative Summary Report

### GRADE 5 READING

District: 999-999 DISTRICT NAME  
Campus: 999 CAMPUS NAME

Report Date: JUNE 2019  
Date of Testing: MAY 2019

A

Legend -- = No Data Reported For Fewer Than Five Students	April Cohort*				May Results for Students in April Cohort**					Cumulative***		
	Answer Documents Submitted	Number of Students Tested	Number at Approaches	Percent at Approaches	Number of Students Tested				Percent at Approaches	Number of Students Tested	Number at Approaches	Percent at Approaches
					First-Time Tested	Retested	Total					
All Students	272	166	62	37	46	96	142	57	40	212	119	56
Male	158	106	34	36	19	64	83	42	51	125	78	62
Female	114	60	26	43	27	32	59	15	25	87	41	47
No Information Provided	0	0	--	--	0	0	0	--	--	0	--	--
Hispanic/Latino	45	29	5	17	5	24	29	10	34	34	15	44
American Indian or Alaska Native	15	8	0	0	3	8	11	4	4	36	11	36
Asian	20	15	8	63	8	3	11	9	82	16	14	88
Black or African American	10	7	5	71	0	2	2	--	--	7	5	71
Native Hawaiian or Other Pacific Islander	10	10	4	40	0	0	5	0	0	10	4	40
White	15	10	5	50	0	5	5	0	0	10	5	50
Two or More Races	15	10	--	--	15	0	15	10	67	15	10	67
No Information Provided	142	94	38	40	15	49	64	24	38	109	62	57
Economically Disadvantaged	75	37	13	41	15	22	37	18	49	52	33	63
Yes	20	5	15	5	100	15	15	9	60	20	14	70
No Information Provided	177	124	42	34	16	74	90	30	33	140	72	51
Title I, Part A	45	12	5	42	19	3	26	14	54	31	19	61
Participants	30	13	9	66	16	7	19	18	95	29	27	93
Nonparticipants	197	141	48	34	11	86	97	25	26	152	73	48
No Information Provided	30	17	5	29	7	11	18	13	72	24	18	75
Migrant	25	5	0	0	12	5	17	14	82	17	14	82
No Information Provided	217	144	57	40	27	80	107	30	28	171	87	51
Limited English Proficient	35	14	5	36	7	9	16	9	56	21	14	67
Non-LEP (Monitored 1st Year)	15	5	0	0	7	5	12	9	9	12	9	75
Non-LEP (Monitored 2nd Year)	15	8	5	63	1	3	4	--	--	9	9	100
Non-LEP (Monitored 3rd Year)	1	1	--	--	0	0	0	--	--	1	--	--
Non-LEP (Monitored 4th Year)	1	1	--	--	0	0	0	--	--	1	--	--
Non-LEP (Monitored 5th Year)	15	10	0	0	5	10	15	6	40	15	6	40
Other Non-LEP	15	10	0	0	5	10	15	6	40	15	6	40
No Information Provided	192	129	52	40	26	69	95	29	31	155	81	52
Bilingual	20	12	4	42	5	7	12	9	75	17	14	82
Participants	35	12	4	35	12	7	13	10	53	24	14	56
Nonparticipants	217	142	53	37	29	82	111	38	34	171	91	53
No Information Provided	20	10	5	26	6	5	11	9	82	16	14	88
ESL	25	10	5	60	6	5	11	9	9	25	18	72
Participants	30	15	9	60	10	5	15	9	60	25	18	72
Nonparticipants	217	141	48	34	30	86	116	39	34	171	87	51
No Information Provided	113	75	22	29	23	53	76	32	42	98	54	55
Yes	15	5	0	0	7	4	11	9	82	12	9	75
No Information Provided	144	86	40	47	16	39	55	16	25	102	56	53
Gifted/Talented	30	17	5	29	7	12	19	13	74	24	19	79
Participants	25	5	0	0	12	4	16	13	81	17	13	76
Nonparticipants	217	144	57	40	27	80	107	30	28	171	87	51
No Information Provided	30	17	5	29	7	12	19	14	74	24	19	79
At-Risk	30	17	5	29	7	12	19	14	74	24	19	79
Yes	25	5	0	0	12	4	16	13	81	17	13	76
No Information Provided	217	144	57	40	27	80	107	30	28	171	87	51

Note: Includes STAAR and STAAR Spanish test versions  
\* All answer documents submitted in April  
\*\* In the same campus as April  
\*\*\* Students tested in April plus students in April cohort tested in May

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## Confidential Images of Essays

Example shown: [STAAR Grade 4 Writing](#)

The **Confidential Images of Essays** report includes written compositions. Districts might find it helpful to use the Confidential Images of Essays report in conjunction with the corresponding released STAAR tests.

**Available:**

STAAR

STAAR Spanish

### A. *Assessment Information*

The program, grade level, type of composition, and season and year of the assessment scored is indicated.

### B. *Student Identification Information*

The top of the report contains identification information for the student. The student name, date-of-birth, and PEIMS identification is shown. For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number.

### C. *Written Composition Score (Personal Narrative or Expository)*

Composition ratings are shown below.

0 = **Nonscorable**

2 = **Very Limited**

3 = **Between Very Limited and Basic**

4 = **Basic**

5 = **Between Basic and Satisfactory**

6 = **Satisfactory**

7 = **Between Satisfactory and Accomplished**

8 = **Accomplished**

#### **Essay**

The essay text from the answer document or online record is shown.

#### **Messages**

In place of the essay, a variety of report messages might appear, indicating the student's performance status. Possible messages are listed below. Changes in policy might result in different messages.

- **Not Tested—Absent**

The student was absent during the test.

- **Not Scored**  
The student's answer document or online record was coded "OTHER" for reasons such as illness during testing or test administration irregularities, or if the student was assessed above grade level (e.g., a grade 7 student took a grade 8 assessment).
- **No Info Available**  
No information is available for this subject.
- **Image is not Available for Paper STAAR with Embedded Supports**  
Images are not available for students administered a STAAR with Embedded Supports paper assessment, online Braille, and online American Sign Language.

Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

**D. Document Number and Process Number**

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH  
 SPRING 2019  
 GRADE 4 WRITING - COMPOSITION

A

B

NAME: LASTNAME, FIRSTNAME I.  
 DOB: 09/09/99  
 PEIMS ID: \*\*\*\*\*9999

Written Composition Score: 7

7 = Between Satisfactory and Accomplished

C

I am going to lose weight "I will be a better person"  
 these are the most famous new years resolution but only  
 8 percent will work for it. why is that?  
 I believe the other 92 percent of the people want  
 it but do not want to put in the effort to get  
 what they want. Most likely some of them forget  
 others may have just said "I can't do this" and give up  
 and a lot of it happens in the first month. But  
 there are some people who will stick to their  
 resolution until next new years eve and  
 maybe continue the same resolution.  
 All of us has made a resolution but not a lot  
 of people keep it and lie and say they are still doing  
 it but you should not be afraid to quit a resolution  
 that you cannot or will not do. and you should not  
 be embarrassed all it is saying you will do  
 some thing but if you do it, it feels like you have  
 run a marathon you are happy and proud  
 but if you give up still be proud because  
 you tried.  
 we all make resolution some do it while others  
 don't. But either way be proud of what you did  
 instead of being sad of what you did not  
 do.

D



## Confidential Student Item Analysis Report

Example shown: [STAAR Grade 4 Reading Mathematics and Writing](#)

This report provides detailed student-level results for each subject tested. Indicated on this report is the reporting category measured by each test item, which answer choice the student selected for the item, and the correct answer. The information in this report might be useful to students, parents, and teachers for identifying item types students might find difficult and for exploring possible reasons why incorrect answer choices were made. Districts might find it helpful to use the Confidential Student Item Analysis Report in conjunction with the corresponding released STAAR tests.

**Available:**

STAAR

STAAR Spanish

### A. *Student and School Identification Information*

The top of the report contains identification information, both for the student (name, identification number, etc.) and the school (district, campus, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated. For grades without retest administrations, the date of testing will be SPRING. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

### B. *Test Results*

This section gives the student's scale score and indicates the performance level the student achieved. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Performance Reporting Department website](#). Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

### C. *Item Number*

The item number corresponds to the item number of the released test for that grade and subject area.

### D. *Reporting Category*

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the STAAR Report Card. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

### E. *Correct Answer*

The correct answer choice for each test item is shown.

**F. Student's Answer**

The student's answer choice is shown for each test item. A plus sign (+) in this column indicates that the student selected the correct answer. NR in this column indicates that the student did not answer. For items that are not multiple-choice items, the letter "A" represents the correct answer and the letter "B" represents an incorrect answer. Scores for Short-Answer and Essay questions are not included; student's scores for these items are available on the STAAR Report Card.

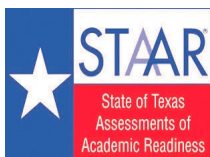
**G. Messages**

In place of item analysis data, a variety of report messages might appear. Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**  
The student's answer document or online record was coded "OTHER" for reasons such as illness during testing or test administration irregularities, or if the student was assessed above grade level (e.g., a grade 7 student took the grade 8 reading assessment).
- **NOT TESTED—ABSENT**  
The student was absent during the test.
- **NO INFORMATION AVAILABLE**  
No information is available for this subject.
- **ADMINISTERED STAAR PAPER WITH EMBEDDED SUPPORTS**  
Item analysis is not available for students administered a paper assessment with embedded supports.
- **ADMINISTERED ONLINE WITH EMBEDDED SUPPORTS**  
Item Analysis is not available for online with Braille or American Sign Language videos.

**H. Document Number and Print Number**

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The print number in the bottom-right corner of the report is a print series number used in sequencing the reports.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Confidential Student Item Analysis Report

### GRADE 4

**A**

**FIRSTNAME I. LASTNAME**

Date of Birth: 09/09/99

Student ID (PEIMS): \*\*\*\*\*9999

Local Student ID: 999999999

District: 999-999 DISTRICT NAME

Campus: 999 CAMPUS NAME

Report Date: SUMMER 2019

Date of Testing: SPRING 2019

Grade: 4

STAAR Grades 3–8

<b>B</b>	<b>READING</b>				<b>MATHEMATICS</b>				<b>WRITING</b>			
	Scale Score: <b>1216</b>				Scale Score: <b>1431</b>				Scale Score:			
	Performance Level: <b>Did Not Meet</b>				Performance Level: <b>Did Not Meet</b>				Performance Level:			
<b>G</b>	Item	Reporting Category	Correct Answer	Student's Answer	Item	Reporting Category	Correct Answer	Student's Answer	Item	Reporting Category	Correct Answer	Student's Answer
	1.	1	D	NR	1.	4	D	NR	NO INFORMATION AVAILABLE			
	2.	2	G	NR	2.	1	F	+				
	3.	2	D	NR	3.	2	B	+				
	4.	2	G	NR	4.	3	F	+				
	5.	2	A	NR	5.	1	D	+				
	6.	2	H	NR	6.	2	G	+				
	7.	1	D	NR	7.†	3	A	+				
	8.	2	G	NR	8.	2	J	+				
	9.	2	A	NR	9.	1	C	+				
	10.	2	H	NR	10.	3	G	+				
	11.	2	D	NR	11.	2	C	+				
	12.	2	G	NR	12.	3	F	+				
	13.	3	A	+	13.	1	B	+				
	14.	3	H	+	14.	3	H	+				
	15.	3	D	+	15.†	1	A	NR				
	16.	3	G	+	16.	2	H	+				
	17.	3	C	+	17.	4	A	NR				
	18.	3	F	+	18.	2	J	+				
	19.	3	A	NR	19.	3	B	NR				
	20.	3	J	NR	20.	1	J	NR				
	21.	1	D	NR	21.	2	C	NR				
	22.	1	H	NR	22.	4	J	NR				
	23.	1	A	NR	23.	1	A	NR				
	24.	1	H	NR	24.	2	J	NR				
	25.	1	D	NR	25.	3	C	NR				
	26.	2	J	NR	26.†	2	A	NR				
	27.	2	C	NR	27.	1	C	NR				
	28.	2	G	NR	28.	2	F	NR				
	29.	2	D	NR	29.	1	B	NR				
	30.	2	H	NR	30.	3	J	NR				
	31.	1	C	NR	31.	4	A	NR				
	32.	3	H	NR	32.	3	G	NR				
	33.	3	D	NR	33.	2	A	NR				
	34.	3	F	NR	34.	3	H	NR				
	35.	3	D	NR								
	36.	3	G	NR					<div><b>C</b></div> <div><b>D</b></div> <div><b>E</b></div> <div><b>F</b></div>			

† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.  
 + = student answered correctly NR = student did not answer  
 Additional information about this student's performance and a listing of the reporting categories are found on the Confidential Student Report.

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Document # 1000-44356

**H**

## Item Analysis Summary Report

Example: [STAAR Grade 4 Reading Mathematics and Writing](#)

This report shows the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the corresponding released STAAR tests. For STAAR grades 3–5, English and Spanish results are reported separately.

**Available:**

STAAR

STAAR Spanish

### A. **Campus Identification Information**

The top of the report contains identification information for the campus. The grade assessed, report date, and date of testing are also indicated. The program logo in the upper-left corner of the summary report indicates the program.

### B. **Number of Students Tested**

The number of students tested is provided.

### C. **Item Number**

The item number corresponds to the item number of the test for that grade and subject area.

### D. **Reporting Category**

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the Summary Report. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

### E. **Percent Responding**

The percentage of students responding to each answer choice is shown for each test item. The correct answer is indicated by an asterisk. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

### F. **Percent Not Responding**

The percentage of students who did not respond to this item is shown in the column with the double-asterisk heading. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

### G. **Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Item Analysis Summary Report GRADE 4

District: 999-999 DISTRICT NAME  
Campus: 999 CAMPUS NAME

Report Date: SUMMER 2019  
Date of Testing: SPRING 2019

STAAR Grades 3-8

READING***							MATHEMATICS***							WRITING***						
Number of Students Tested: 96							Number of Students Tested: 97							Number of Students Tested: 96 ●●●●						
PERCENT RESPONDING							PERCENT RESPONDING							PERCENT RESPONDING						
ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**
1.	1	2	2	2	86*	8	1.	4	2	2	2	64*	30	1.	2	2	45*	4	0	49
2.	2	2	2	84*	4	0	2.	1	84*	4	2	0	10	2.	2	2	2	41*	2	53
3.	2	2	2	2	53*	41	3.	2	2	76*	4	0	18	3.	2	2	2	35*	2	59
4.	2	2	2	45*	4	0	4.	3	76*	4	2	0	18	4.	2	29*	4	2	0	65
5.	2	2	43*	4	2	0	5.	1	2	2	2	80*	14	5.	2	24*	4	2	0	69
6.	2	2	2	2	41*	2	6.	2	2	68*	4	0	26	6.	2	2	2	18*	2	76
7.	1	2	2	2	80*	14	7.†	3	70*	6	0	0	24	7.	2	2	12*	4	0	82
8.	2	2	2	35*	4	0	8.	2	2	2	2	56*	38	8.	2	6*	4	2	0	88
9.	2	31*	4	2	0	63	9.	1	2	2	2	74*	20	9.	3	73*	4	2	0	20
10.	2	2	2	2	29*	2	10.	3	2	66*	4	0	28	10.	3	2	2	71*	2	22
11.	2	2	2	2	27*	67	11.	2	2	2	46*	2	48	11.	3	69*	4	2	0	24
12.	2	2	2	24*	4	0	12.	3	62*	4	2	0	32	12.	3	2	65*	4	0	29
13.	3	80*	4	2	0	14	13.	1	2	68*	4	0	26	13.	3	2	2	2	63*	31
14.	3	2	2	2	71*	2	14.	3	2	2	60*	2	34	14.	3	59*	4	2	0	35
15.	3	2	2	2	67*	27	15.†	1	64*	6	0	0	30	15.	3	2	2	2	53*	41
16.	3	2	2	65*	4	0	16.	2	2	2	44*	2	50	16.	3	51*	4	2	0	43
17.	3	2	2	65*	2	29	17.	4	56*	4	2	0	38	17.	3	2	49*	4	0	45
18.	3	63*	4	2	0	31	18.	2	2	2	2	34*	60	18.	3	2	2	2	43*	51
19.	3	57*	4	2	0	37	19.	3	2	54*	4	0	40	19.	3	2	2	39*	2	55
20.	3	2	2	2	51*	43	20.	1	2	2	2	56*	38	20.	3	2	2	35*	2	59
21.	1	2	2	2	76*	18	21.	2	2	2	28*	2	66	21.	3	2	2	31*	2	63
22.	1	2	2	2	69*	2	22.	4	2	2	2	48*	46	22.	3	2	2	2	27*	67
23.	1	65*	4	2	0	29	23.	1	50*	4	2	0	44	23.	3	22*	4	2	0	71
24.	1	2	2	2	57*	2	24.	2	2	2	2	20*	74	24.	3	18*	4	2	0	76
25.	1	2	2	2	55*	39	25.	3	2	2	2	52*	2	42						
26.	2	2	2	2	20*	73	26.†	2	18*	6	0	0	76							
27.	2	2	2	2	16*	2	27.	1	2	2	44*	2	50							
28.	2	2	2	12*	4	0	28.	2	14*	4	2	0	80							
29.	2	2	2	2	8*	86	29.	1	2	30*	4	0	64							
30.	2	2	2	2	6*	2	30.	3	2	2	2	40*	54							
31.	1	2	2	2	53*	2	31.	4	42*	4	2	0	52							
32.	3	2	2	2	49*	2	32.	3	2	36*	4	0	58							
33.	3	2	2	2	2	45*	33.	2	12*	4	2	0	82							
34.	3	41*	4	2	0	53	34.	3	2	2	30*	2	64							
35.	3	2	2	2	2	39*														
36.	3	2	37*	4	0	57														
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† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.  
\* = Correct answer choice \*\* = Percent of students who did not answer

A listing of the reporting categories is found on the Summary Report.

Constructed item summary information is found on the Constructed Responses Summary Report.

\*\*\* = Results for students who took the test with the Braille, American Sign Language videos accommodation, or the paper STAAR with embedded supports are not included in the percent responding results.

090919-99999999-99999999

## Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record File** contains individual data records for each student for whom an answer document or online record was submitted. The student record includes identification and demographic data as well as assessment scores. Reporting-category-level data are also included.

## Additional Reports

Standard reports may be requested for rerun. There is a fee for rerun requests that result from a district error, such as a misgridded answer document. There will be NO charge for rerun requests resulting from a contractor error, such as nonreceipt of reports. The following reports are available for rerun:

- STAAR Report Card
- Confidential Student Label
- Confidential Campus Roster—All Students
- Confidential Campus Roster—Students Not Achieving Approaches Grade Level

Additional printed copies of student reports are available for download and printing from the Assessment Management System after scoring is complete. Districts can request additional printed copies be sent to them for a fee:

- STAAR Report Card (Primary Administration Only)
- Confidential Student Label
- Confidential Campus Roster—All Students
- Confidential Campus Roster—Students Not Achieving Approaches Grade Level
- Campus and District Summary Reports